

**Lamar University – M.Ed. in Educational Technology Leadership**

## Reflections of Course-based Embedded Assignments

***Directions:*** In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/e-portfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (\*Please note that course number changes in Fall 2010\*) Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

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| Course Number: | Course Name: | Course-based Embedded Hours(see Appendix I) |
| **5333** | **EDLD 5333 Leadership For Accountability** | **12** |

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| Description of theAssignment/Performance Tasks(see Appendix I) |  |
| Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.  **Self –Assessment**  1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points)  2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)  3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points)  **Learn as a Learner**  1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points)  2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)  3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)  **Lifelong Learning Skills**  1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)  2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)  3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points)  **Additional Criteria**  1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)  2. Mechanics (1 Point)  3. APA Format (1 Point)  4.Minimum of 3 References (1 Point)    (Maximum 25 points) | Assignment 5 – In week 5, we took a look at the campus level, site-based decision making (SBDM) and found that it is a collaborative effort among professional staff, parents, and community members to improve student achievement by addressing the outcomes of all students and determining goals and strategies to ensure improvement. We found that under state law, the Site-Based Decision-Making Committee establishes and reviews campus educational plans, goals, performance objectives, and major classroom instructional programs. We were able to conduct two interviews. We conducted an interview with a member of our campus’ Site-Based Decision Making Committee and conducted an interview with the campus principal.  We took a look at the committee’s makeup, the use of formal agendas, topics typically discussed at the committee meetings, the group’s dynamics, decision making strategies, and conflict resolution strategies utilized by the committee.  When speaking with the committee representative and our principal, we talked about student performance data and the distribution divided up by ethnic grouping and subgroups. We took a look at the campus goals and mission statements along with the campus vision.  One of the most important things learning this Leadership for Accountability course is that the campus improvement cycle is an ongoing and continuous process. Each year we obtain the AEIS data and it is necessary to reevaluate the data on a yearly basis to complete the necessary campus improvements for student success each year. My action plan states the following. At least 90% of all the Economically Disadvantaged 8th grade students at Vincent Middle School will meet the standard in Science for the 2011-12 TAKS test administration. It is important to understand that after test administration, we will need to reevaluate the results. If this goal is met, we will need to initiate our next goal of having other subgroups such as the LEP, Special Education, Hispanic and African American subgroups to also meet this goal. If the goal is not met, we will need to initiate further methods necessary to help our campus meet a more successful result. “A more robust approach to school improvement calls for staff to engage in an ongoing analysis of student performance data from multiple sources. What is needed, metaphorically speaking, is a “photo album” of evidence including results from traditional tests along with a collection of student work generated from local assessment tools” (McTighe, J., 2008, p. 5). Through the process of continuous evaluation of data and criteria, the goals can be met. It takes an ongoing, continuous, combined, and collaborative effort to meet the needs of all of the students.  With this new knowledge and information, I was able to have a better understanding of how the CEIC works on our campus. I found that they really work to develop methods to address concerns with an open mind and develop solutions that meet the needs of all students. Many times it takes a collaborative effort and team based methods to develop an agenda that can work for the entire campus. Keeping the campus goals, objectives and vision in mind, the CEIC committee works with administrators and teachers to present a united effort to face challenges with positive solutions to meet student needs. I was able to gain insight into our campus’ CEIC committee and how they meet and collaborate. I gained a better understanding of some of the strategies and activities that have been successful in working through the challenges and problems that face our campus. I gained insight into some of positive methods that have been utilized to reach positive results.  McTighe, J., (2008). Making the Most of Professional Learning Communities. *The Learning Principal, 3(8), 1, 4-8.* |